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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Sociology SENIOR DIVISION

The Family Structure

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

SOCIOLOGY
Senior Division

THE FAMILY STRUCTURE: RESPONSES TO PRESSURE

6 programs, 25 minutes each.

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INTRODUCTION

This is a series of six programs designed to provide stimulus and environmental material for the students of the *Man In Society* course. The opening unit of this course is devoted to the family as the basic unit of our social structure. Our hope is that these six programs will assist the students toward a realization of the relevance of such a study.

FORMAT AND THEME

We have chosen, for all six programs, the format of the case study. In addition, each case study is left unresolved and open-ended. This particular format should be useful to the teacher as many questions and issues are raised. However, it is left to the teacher and to the students to pursue these questions and issues (should they wish to do so). We are making no pretense that this series represents a definitive sociological study of the problems involved. We are also aware of the fact that we have not presented all the problems that are facing the modern family.

Basically, we have chosen five themes:

- the adolescent in a tension situation relative to his parents.
- the career woman who feels she must achieve an individual identity for herself.
- the elderly widow whose children have married and who feels she no longer has a social function to perform.
- modern pressures (psychological and sociological) on the man-wife relationships.
- the family faced with continuing poverty (this program which is 50 minutes long will be shown in two parts).

Our programs are simply *single* case studies reflecting the above issues. It is left to the viewers to decide whether the subjects of each study are typical or not, what the implications of their attitudes and actions are, to what extent these attitudes and actions have been prompted by social pressures, etc.

The case-study approach also offers the advantage of *particularizing* and *humanizing* various general problems. Thus it is more likely that the viewer will identify and become personally involved with the problem. If this is achieved, a probable result should be greater motivation on the part of the viewer relative to research and investigation concerning the resolution of the problem or issue raised. Such investigation, discussion and research would then take place among the students with the guidance of the teacher. These television programs, then, are designed to ask questions in a provocative and stimulating way, leaving the students and the teachers to probe for answers.

ENVIRONMENTAL STUDIES

One of the chief tasks of education is to make available to the students the opportunity to investigate his environment. In the area of the social sciences, the screen affords a splendid device by which various aspects of this environment can come into focus. These case studies, through the medium of the television screen, in effect, take the viewing students on a *field-trip* to confront several sociological problems which they might not otherwise encounter. We sincerely hope that as a result of these "field trips", the participating students and teachers will be sufficiently stimulated, as well as being provided with enough environmental data, to proceed with rewarding, investigative activity.

RESULTING ACTIVITIES

Rather than suggest certain pre-viewing and post-viewing activities, all such suggestions will be grouped into one. Many of these activities could be either. However, we feel that the teacher is best qualified to decide when and where they should be implemented, if at all.

PROGRAM I

WHAT DO I LIKE ABOUT TOMMY?

CONTENT

This program is a documentary study of the relationships between a young boy and his parents. The problems raised here are typical and not particularly unusual. The technique utilized is of a three way dialogue between the mother, the father, and their son. Each was interviewed separately and was made aware of what the others have said. Some of the problems are:

- Lack of communication,
- Difference in values,
- Difference in cultural environments,
- The conflicts of a maturing adolescent,
- Parental responsibilities to their children,
- Responsibilities of children to their parents,
- Maintenance of the family as a unit as the child grows and matures.

This program was filmed on location in the small Ontario town where the family lives. The dialogue is intercut with sequences of the boy going about his normal activities.

SUGGESTED ACTIVITIES

1. Read: *The Catcher in the Rye* – J.D. Salinger.

   The Vanishing Adolescent – K. Friedenburg.

   Must You Conform – R. Lindner.

2. View: *No Reason to Stay* – NFB

   Nobody Waved Goodbye – NFB

   Flowers on a One-Way Street – NFB

   The Game – NFB

   Rebel Without a Cause (16mm) – Warner Brothers

   Hud (16mm) – Paramount Pictures

3. Compare the music of youth to-day with:

- The music of youth of other eras,
- The contemporary music of other age groups,

(also a comparison of TV programs, dance steps, clothing styles, etc. might prove helpful)

4. Topics for debate or, panel discussion:
   - "Tom is typical of most of today's teenagers in that he is lazy, ungrateful and unappreciative."
   - "Parents today face a greater challenge than ever before in raising their children."
   - "Most parents fail to realize that their children are growing up and are becoming young adults."
   - "The lack of meaningful communication in Tom's family is symptomatic of the generation gap which could be overcome by more family togetherness."
   - "The youth of to-day are demonstrating a sense of responsibility and a degree of social awareness never exhibited before."

5. Essay and Report Topics:
   - The causes of parent-child tensions,
   - The depth, extent and causes of modern youth in revolt,
   - The reasons why most adults dislike long hair,
   - Suggestions as to a remedy for the "generation gap",
   - When does a child become an adult?
   - The responsibilities of a child to his parents (parents to their child).

6. Questions for discussion:

   The following quotations are all taken from the program:
   - "What do I like about Tommy?"
   - "I am human you know, and I'm not their slave."
   - "He's usually waited on hand and foot."
   - "They don't understand me."
   - "I just want to be happy, that's all."

PROGRAM 2

SYLVIA FRASER: THE END PRODUCT

CONTENT

This program is a filmed documentary with Sylvia Fraser, a successful Toronto writer and career woman, as its subject. Mrs. Fraser has been filmed and interviewed in a variety of locations, all representing various aspects of her normal environment. Mrs. Fraser is married with no children, and she has no intention of having any. Her reasons for this decision are clearly stated in the program.

The objective of this program is to allow the students to be exposed to some of the thoughts and the activities of a person who espouses the "new woman" philosophy. It is hoped that the students will, as a result, probe its implications.

SUGGESTED ACTIVITIES

1. Utilize various resource people concerning their attitudes and opinions on this subject. (Either tape-record interviews or have them visit the classroom if possible).
   - A career woman with children,
   - A mother who stays at home,
   - A clergyman,
   - A sociologist,
   - A representative from the Vanier Institute for the Family.
2. View complementary films:
   - *Four Families* – NFB
   - *Each Day that Comes* – NFB
   - *Caroline* – NFB
   - *Death of a Salesman* (16mm) – Columbia Pictures
   - *Any Walt Disney "family" movie* (16mm) – Sovereign Films
3. For debate or panel discussion:
   - "The 'new woman' philosophy as espoused by Sylvia Fraser poses a threat to the very basis of our society."
   - "The emancipation of women is allowing the individual woman to choose her own pattern of life from a variety of alternatives."
   - "A woman's place is in the home."
   - "Married couples who do not have children will regret this decision later in life."
   - "Modern communications have to a great degree, influenced the development of the new woman."
4. For discussion, essay or report:
   - The "new woman" philosophy,
   - The new woman and the traditional family,
   - The challenges of motherhood,
   - The modern environment and its casual relationships with the deveopment of the "new woman".
   - Activities whereby women will achieve an individual identity,
   - The values of the traditional family.
5. Discuss the following paraphrased quotations from Sylvia Fraser:
   - "I never do anything that I don't want to do."
   - "I don't want children – because I don't want to go through life with emotional baggage."
   - "I am an end product."
   - "I am an individual faced with my own individual challenges which allows me to create my own individual responses."
   - "When you become a parent you lose your right to childishness."
   - "Freedom is really what I'm talking about."
   - "I feel that men won't forgive me unless I am attractive."
   - "Many people envy our way of life."

PROGRAM 3

WHERE MRS. WHALLEY LIVES

CONTENT

This program was produced by the National Film Board and consists of a drama designed to focus attention upon the problem of the elderly in our society.

Mrs. Whalley, a widow, lives with her married son and his family. She has her own room, partakes in most family activities and, in general, seems unhappy, dreaming constantly of the happier, earlier days of her childhood and married life. Mrs. Whalley has no real function to perform – she has little, if any, responsibilities concerning the grandchildren and her attempts to assist her daughter-in-law in the kitchen are thwarted. The film introduces the topic of the elderly – what can they do, and what should we do?

SUGGESTED ACTIVITIES

1. Take a field trip to a local home for the aged.
   - Tape interviews with grandparents, etc.
2. View:
   - *Four Families* – NFB
3. For debate or panel discussion:
   - "The way we treat our elderly citizens is a national disgrace."
   - "Once a child, matures and assumes adult responsibilities he cannot be expected to look after his parents".
   - "We should look to other cultures for guidance in this area."
4. For discussion, essays or reports:
   - The program, extent of care, costs, etc. of typical home for the elderly.
   - The role of grandparents in other cultures.
   - Suggested remedies to the problems.

PROGRAM 4

MARITAL TENSION

CONTENT

This fourth program deals with the forces and problems leading to a crisis situation between marriage partners. It is in the form of a drama, but it has been filmed in documentary style, thus achieving a sense of realism.

At the time of the writing of this guide, this production has not yet been completed, thus detailed suggestions cannot be given. However, the objectives of the program are to present certain problems that are in existence and to stimulate investigation. Some of the problems to be presented are:

- Modern economic pressures,
- Decline of paternalism,
- Restlessness of the housewife.

PROGRAMS 5 and 6

THE THINGS I CANNOT CHANGE

CONTENT

(To be presented in 2 equal segments)

This documentary study of a Montreal family in a poverty situation was also produced by the National Film Board. The head of the family has been unemployed intermittently for years, has nine children and his wife is expecting another. They live in a shabby apartment and rely upon charity to a great extent. The man and his wife explain their problem and offer some of their philosophy of life. It is clear that their family means a great deal to them. The film was made entirely on location with absolutely no portion of it staged.

SUGGESTED ACTIVITIES:

1. Interviews with a sociologist, police official, or clergyman concerning the effects of continuing poverty.
   - Compile a photo essay on the topic of poverty.
2. For debate or panel discussion:
   - "A family is seen at its closest when it is externally threatened."
   - "The real values of family life are seen in clear relief when the externals of materialism are stripped away."
   - "Society as a whole, has a responsibility toward the care of this family."
3. For discussion, essay, or report:
   - The extent of poverty in Canada,
   - The effect of poverty on family life,
   - The advantages and disadvantages of large families,
   - A character study of the man in the film.
4. Question for discussion:
   - What right has this man to have so many children when it seems that he is not able to take proper care of them, at least by the conventions of our society?
   - What are the personal advantages that his children offer to him? What does he offer to them?
   - To what extent has our modern technological society created this type of problem?
   - What is the significance of the title of the program?

SOCIOLOGY – Senior Division
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6 programs, 25 minutes each

Prog. No.	CBC 11:00-11:25	CHCH 10:35-11:00	CKCO 9:50-10:10	CJOH 10:05-10:30	CKLW 11:00-11:25
1	OCT. 16 FEB. 26	OCT. 16 FEB. 26 MAR. 25 – 9:40-10:05	OCT. 17	OCT. 15	OCT. 16 OCT. 24 – 10:50-11:15 FEB. 26
2	OCT. 21 MAR. 5	OCT. 21 MAR. 5 MAR. 26 9:20-9:45	OCT. 21	OCT. 22	OCT. 21 – 10:20-10:45 MAR. 5
3	OCT. 23 MAR. 12	OCT. 23 MAR. 12 APR. 2 – 9:20-9:45	OCT. 24	OCT. 29	OCT. 23 OCT. 31 – 10:50-11:15 MAR. 12
4	OCT. 28 MAR. 26	OCT. 28 MAR. 26 APR. 3 – 9:20-9:45	OCT. 28	NOV. 5	OCT. 28 NOV. 4 – 10:20-10:45 MAR. 26
5	OCT. 30 APR. 2	OCT. 30 NOV. 6 APR. 2 – 10:35-11:00 APR. 8 – 9:40-10:05	OCT. 31	NOV. 12	OCT. 30 NOV. 7 – 10:50-11:15 APR. 2
6	NOV. 4 APR. 9	NOV. 4 NOV. 13 APR. 9 – 9:20-9:45	NOV. 4	NOV. 19	NOV. 4 NOV. 18 – 10:20-10:45 APR. 9

THE FAMILY STRUCTURE